



LEVEL OF REFLECTIVE THINKING AND ITS RELATIONSHIP WITH SOME VARIABLES AMONG THE VISUALLY IMPAIRED

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ABSTRACT

The current study aimed to identify reflective thinking and its relationship to some variables to the visually impaired, the sample of the study consisted of (120) Visual handicapped students, and they were (60 partially visual impaired, 60 Blinds) were randomly chosen from schools of Visual impairment in Jordan, in the year 2017/2018, the researchers used a true and firm measures of reflective thinking for the purpose of the study and use mathematical averages and standard deviations and bilateral analysis of variance (Two way ANOVA) means data processing and the statistical analysis found the following results:

- Overall average of measure reflective thinking (3.34) and standard deviation (0.77821), and the General level for reflective thinking was average.
- Statistically the studies found significant differences between genders in reflective thinking, and was in favor of the females.
- There is no interaction between the intensity of visual disability and gender in level of reflective thinking of chosen sample.

Recommendations and proposals were developed based on the findings of the study such as: conduct a similar study to the visually impaired to identify the nature of reflective thinking they have and the extent of school's influence to the thinking visually impaired.

KEY WORDS: Reflective thinking, Visual impairment, Jordan.

INTRODUCTION:

Reflective thinking is one of the important thinking to the educator's community dramatically demanding needs to be taught and integrated into the curriculum out of traditional style and indoctrination to learning style based on using the thinking skills, as reflective thinking helps build student personality and invests in their abilities through the consolidation of the principle of organizing thinking among educated groups.

(Al-zagol pointed out 2009) the use of reflective thinking skills help the learner to adapt in different situations, and (Lyons said 2010) pointed out that reflective thinking depends on various subjects give importance to the brain and arranged of importance to the person. Also (Lim & Angelique, 2011) said that to many positives in the exercise the reflective thinking in the education process and contribute to greater reflection and improve education and lead to new ideas and concepts and raise awareness of the needs of the learner and improving the learning process. (Kovalik & Olsen, 2010) added that there are a needs to take some teachers when procedures reflective thinking skills training and development programs and activities and teaching methods to help students to experience and previous experience related to the main topic, in addition to using appropriate educational strategies and programs such as the use of daily schedules and written procedures to ensure that they know how student learning in frame with enough time to reach understanding and complete tasks.

(Barakat suggests 2013) there are some theories that interpreted reflective thinking in the field of education was divided into two parts which focus on education and teacher preparations and some of these theories theory of "Sean and Clark, and Peterson" while other theories explained reflective thinking in terms of study profile and dimensions, characteristics and effect on student behavior during learning. (Al Jawaldeh and Qamash 2016) reconfirm that a person is a contemplative character that conservative and serene mood and reluctant to speak or when making crucial decisions in his life and lasting autism itself.

Mental characteristics of "knowledge" for the visually impaired:

There is no direct effect of visual impairment on cognitive growth evident in the first months of life, but with age and evolution need to know the environment consists of the child have difficulty in adaptation and harmonization processes, because of limited environmental expertise, visually impaired child finds difficulty in accessing small and large objects as well as distant objects, in addition to difficulties with the concept of color and spatial relations and the concept of time and distance. (Aljwaldh, 2012).

Regarding the mental ability to visually impaired individuals, it must be pointed out that there is difficulty in measuring the intelligence of these individuals, since most IQ tests cannot be applied because of inadequate, inaccurate, because the existing tests were performed on the sighted individuals; therefore some examiners use verbal IQ test measures utilizing the famous "Wexler" to determine

intelligence of visually, impaired, also many studies indicate that there is not much difference between the visually impaired and sighted individuals' intelligence.

Visually impaired individuals show that problems in understanding concepts, classification of abstract topics, conversely audiovisual memory and audio attention which they are superior of them, studies suggest that the visually impaired have less information about the environment and less able to imagine, delay in learning concepts compared to the sighted.

Different degrees of Visual impairment effect on mental development depending on the severity of disability, low vision which allows some degrees of vision leads to significant changes in relation to the information available to the visually impaired child, unlike the blindness which prevents the child from getting any information from the surrounding environment, so, the visually impaired programs in this field focus on and encourage on those visually impaired, or those with residual vision, that are used to the greatest extent possible, in addition to the reactions of the parents could also contribute to reducing the mental growth through extra protection that prevents the child from doing an independent behavior to identify surrounding environment (Smadi et al, 2003).

Problem of the study:

The current study seeks to identify the level of reflective thinking to the visually impaired.

Study questions:

The study attempted to answer the following questions:

1. What level of reflective thinking of visual disabilities?
2. Are there any statistically significant differences at the level of ($\alpha = 0.05$) at the level of the meditative thinking I have visually impaired due to variable gender (male, female) and the degree of Visual impairment?

Importance of the study:

Theoretical importance: Shows that important in looking at level of reflective thinking of the visually impaired to provide educational literature for researchers interested in the education of the visually impaired, and detect the level of reflective thinking and its relation with sex and degree of full or partially disability. The present study shows the importance of reflective thinking skills as it allows visually impaired students to interact while giving them to educational material and dispose of conventional methods in education. To help visually impaired students use reflective thinking skills to enable them organize experience and contemplate what they can comprehend and acquisition.

Either practical significance of current research results shown by draw attention

to some educators how importance of training in the use of reflective thinking skills by teachers with visually impaired students, and work on building programs and activities in the sensitive thinking levels and capacity among the visually impaired by giving importance to integrate academic content thinking skills and learning methods and techniques change building on the thinking. And providing researchers with high-cytometry properties measurement of reflective thinking

Study terms:

Reflective thinking: directional reflection towards the mental and planning processes with a specific goals and plan for self-awareness actions and knowledge of self-reflection and generate ideas depend on verification and look deeply into things and findings and result analysis for making the right decision and validated to resolve the problem. (Alfar 2010)

Blind: The people who turned their disability without their learning by normal means, so they need modifications in teaching materials and in methods of teaching in the school environment. (Al-Rousan, 2001).

Visually impaired: The people who can read and write using magnifying lenses and books in uppercase. (Algwaldh, 2012)

Study limitations and boundaries:

Sample: This study was limited to students who are blind and partially blind.

Tools: The results of this study are determined in the light of the study sample response.

Generalization: The study used tool and psychometric characteristics extracted and research methodology used and accuracy as well as treated expats response study tool.

Previous studies:

1. **Developing Reflective Thought in Preservice Educators: Utilizing Role-Plays and Digital Video;** LeAnne Robinson, Kelley; First Published June 1, 2007)

This study was designed to investigate the role of video in the growth of written reflective responses between two groups of preservice teachers. Fifty-four students enrolled in four sections of a required special education course that focused on family-professional collaboration participated. Subjects included candidates seeking general and special education certification and a teaching endorsement in special education. Participants were divided into two groups. Group 1 students participated in three role-plays, reflected on their actions, and then wrote reflections after each role-play. Group 2 students participated in three role-plays that were recorded with digital videotape and placed on a streaming server. Students watched each video, reflected on their actions, and then wrote reflections. A developmental coding rubric was used to score students' written reflections following the role-plays. Analysis of the written responses and follow-up focus discussions demonstrated an increase in reflective thought in the written reflections of the students who used video. Findings also showed positive attitudes about the use of technology for personal reflection. Implications for future practice and the use of digital video technologies are discussed.

2. **Assessing Students' Self-Reflective Thinking in the Classroom: The Self-Reflective Thinking Questionnaire;** Joke H. Van Velzen; First Published December 1, 2004)

The development of a questionnaire to assess students' use of self-reflective thinking in the classroom is described. On the basis of a literature search, items were selected. The items are students' self-report measures and open-ended questions. The participants were 96 fourth grade secondary vocational students from six classes in The Netherlands, all of whom were used to learning in cooperative groups. Complementary data were selected to validate this questionnaire. Visual inspection of the frequencies indicated a difference between levels of students' self-reflecting thinking. Between-subject's tests showed that students' motivational engagement and marks could be used to validate the measure of self-reflective thinking. The implication of the questionnaire to assess students' self-reflective thinking within the classroom are discussed.

3. **Using Problem Solving and Effective Teaching Frameworks to Promote Reflective Thinking in Preservice Special Educators ;** Lisa A. Dieker, Lisa E. Monda-Amaya; First Published January 1, 1997)

As the number of teacher preparation programs that focus on developing reflective practitioner's increases, there exists a need to define the components of reflective practice and to examine how various techniques affect preservice teachers' reflective thoughts. The purpose of this study was to determine the impact of training and reflective frameworks on the reflective patterns of preservice teachers. The frameworks (a series of questions that allow for systematic reflection on teaching) and training focused on aspects of effective instruction and problem-solving. A multiple baseline design

across subjects was used to evaluate the effectiveness of training and reflective frameworks on levels of problem-solving in daily journal entries. Results of the study indicated that the effective teaching frameworks had minimal impact on preservice teachers' levels of problem solving. In contrast, direct training and the use of a problem solving framework increased the degree to which preservice teachers reflected on problems encountered in classroom instruction.

4. **Day School or Residential School: Which is Better for Development of Creative Thinking Abilities of Blind Children?;** Glennelle Halpin; First Published August 1, 1977)

The creative thinking abilities of 81 functionally blind 6-through 12-yr.-old boys and girls attending public day schools or residential schools for the blind were studied. Both types of schools seem to be equally good with regard to the development of the creativity of blind children for the boys and girls in this study who attended day schools or residential schools did not differ significantly in verbal fluency, flexibility, or originality. The younger and older children in both types of schools were comparably fluent and original; the older children were more flexible than the younger.

5. **Strategies for Knowledge Acquisition from Cartographic Maps by Blind and Visually Impaired Adults;** Simon Ungar, Mark Blades & Christopher Spencer Pages 93-110 | Published online: 18 Jul 2013

Two experiment are reported both of which employed a research design originally used by Thorndyke and Stasz (1980) to elicit the spontaneous strategies of map readers, and to relate these to their skill in map reading. In Experiment 1, blind, visually impaired and sighted children explored a tactile or a print map while "thinking aloud". The protocols obtained were analyzed according to a set of strategy types. The children were also asked to produce a copy of the map to test knowledge of it. These were according to accuracy. Experiment 2 used the same basic copy procedure with blind, visually impaired and sighted adults, who explored a more complex town map and plan of a building. Sighted participants produced more accurate copies of the map, and used strategies that focused on global spatial relations on the map, while blind and visually impaired participants tended to focus on individual localized elements of the map. However, those blind and visually impaired participants who produced more accurate copies of the maps, tended also to adopt a more global focus.

6. **The Relationship between Critical Thinking Skills and Development of Reflective Judgment among Adolescent and Adult Women.** Brabeck, Mary Margaret

Many educators believe that, regardless of innate abilities and acquired skills, students at different educational levels do not think in the same way. To account for these differences, 119 female students representing four educational levels (high school seniors to graduate students) completed the Watson-Glaser Critical Thinking Appraisal Form A and the Reflective Judgement Interview (RJI). The results supported previous reflective judgement studies in which RJI scores increased with educational level. This finding suggests that the development of reflective judgement is separate from and involves something other than the acquisition of thinking skills, although attainment of critical thinking skills is still necessary for the development of reflective judgement levels. (JAC)

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Audience: N/A

Language: English

Sponsor: N/A

Authoring Institution: N/A

7. **Self-reflection in Reflective Practice: A Note of Caution**
Kam-shing Yip ; The British Journal of Social Work , Volume 36, Issue 5, 1 July 2006, Pages 777-788, <https://doi.org/10.1093/bjsw/bch323> ; Published:31 October 2005

In reflective practice, social work students are encouraged to undergo self-reflection. It is a process of self-analysis, self-evaluation, self-dialogue and self-observation. Under appropriate conditions, social workers' self-reflection can be very constructive, resulting in self-enhancement. However, under inappropriate conditions, social workers' self-reflection in reflective practice can be destructive and create problems for their professional and self-development.

8. **Evidencing Reflective Practice in Social Work Education: Theoretical Uncertainties and Practical Challenges ;** George Wilson ;The British Jour-

nal of Social Work , Volume 43, Issue 1, 1 February 2013, Pages 154–172, <https://doi.org/10.1093/bjsw/bcr170> ;Published:01 December 2011

Reflective practice has become an increasingly influential idea in social work education and, in the UK context, it has recently been acknowledged as key to ensuring that social workers are better equipped to engage in complex decision making and effective practice. However, there remains a lack of clarity about how this concept is defined and operationalized in teaching and learning and there has been little systematic empirical examination of its utility in facilitating professional development. Drawing on research with undergraduates at Queen's University Belfast, this paper aims to develop understanding of students' experience of reflective practice. The results suggest that agency systems that have become over-reliant on rules and procedures present formidable obstacles to learning both at an individual and at an organizational level. The paper argues that the relationship between how reflective practice is taught and how it is enacted in practice needs to be better understood if such obstacles are to be overcome. The paper concludes by considering the implications of the findings for developing reflective practice in social work education and practice and highlights the challenges that need to be addressed if reflection and critical thinking are to become more firmly embedded within agency systems and practice cultures.

9. *Exploring students' reflective thinking practice, deep processing strategies, effort, and achievement goal orientations*; Huy Phuong Phan Pages 297-313 | Received 07 Mar 2008, Accepted 09 Mar 2009, Published

Recent research indicates that study processing strategies, effort, reflective thinking practice, and achievement goals are important factors contributing to the prediction of students' academic success. Very few studies have combined these theoretical orientations within one conceptual model. This study tested a conceptual model that included, in particular, deep processing strategies, effort, mastery and performance-approach goals, reflection, and critical thinking. We used causal modelling procedures to explore the direct and mediating effects of these theoretical orientations on students' academic achievement and learning. Second- and third-year undergraduates ($n = 347$; 151 women and 196 men) completed a number of inventories (e.g., the Reflective Thinking Questionnaire). LISREL 8.72 indicated a posteriori model with direct effects of reflection and critical thinking on academic achievement and learning. Performance-approach goals exerted a negative effect on academic achievement. Both mastery and performance-approach goals also directed affected reflection, whereas deep processing strategies were directly affected by mastery goals and effort. Importantly, both reflection and effort were found to act as potent mediators. A one-way MANOVA revealed no statistical difference between men and women in this theoretical framework.

10. *A Study on the Relationship between Reflective Thinking Skills towards Problem Solving and Attitudes towards Mathematics*☆ Author links open overlay panel; MelekDemirelpekDermanEdibeKaragedik; Published 07, 2015)

The aim of this study is to examine the relationship between the 7th and 8th grade students' reflective thinking skills towards problem solving and their attitudes towards mathematics. In addition, during the research, whether there is a significant difference between the male and female students' reflective thinking skills towards problem solving and their attitudes towards mathematics has been analyzed. The study has been conducted with 300 students studying in the 7th and 8th grades in two private schools in Cankaya, Ankara. In the study "Reflective Thinking Skills towards Problem Solving Scale" (Kızılkaya & Askar, 2009) and "Mathematics Attitude Scale" (Onal, 2013) have been used. In order to determine the levels of students in terms of reflective thinking skills towards problem solving and their attitudes towards mathematics, the arithmetic mean and standard deviation

values of the scores obtained via the scales have been calculated and to find out if there is a significant difference between these scores regarding gender, MANOVA has been used. Whether there is a significant difference between the scores of male and female students has been tested by using the scores the students got in total and in the sub-dimensions of the scales. It is found that there does not exist a significant difference between the students' reflective thinking skills towards problem solving and their gender. However, there is a significant difference in favor of the male students in terms of their attitudes towards mathematics. There is a moderate significant difference between the students' reflective thinking skills towards problem solving and their attitudes towards mathematics in the positive sense.

11. *The Study of ABO Bashir (2012)*, aimed at identifying the effect physics knowledge in the development of reflective thinking in ninth grade students technology platform and study in the school of Rudolf Walther Basic for boys and girls and use the experimental method and consisted The sample of 104 are divided up into two groups and pilot officer, examined the pilot group using the strategy beyond knowledge and control group the regular way and the results of the study showed statistically significant differences between the average grades of students in the experimental group and the results shows using Beyond the strategic knowledge and the average control group in the application post to test the reflective thinking in favor of experimental group. the results indicated the strategic impact beyond knowledge in developing the skills of reflective thinking was.
12. *In The of "Hatemia 2016"* aimed at identifying the level of reflective thinking and problem solving skill level among adolescents of visually impaired and sighted peers, use the scale level of reflective thinking and problem solving skill scale, and may The sample consisted of 33 adolescent students with visual disabilities in Institute of Umar Ibn Al-Khattab in classes IX, x and XI, representing 82% of the community of students in grades, as the scale was applied to 155 from teenagers who sighted the purpose of comparison and the knowledge level of thinking Reflective and problem solving skill, the results showed high levels of reflective thinking and problem solving to the dimensions of the study sample of adolescents except after evaluation, the average level, the results showed no statistically significant differences between teenagers from visual disabilities And adolescents are sighted in thinking and problem solving skill levels, and a positive relationship between levels of reflective thinking and problem solving skill.
13. *In the Study of Al Wazeer "2016"* aimed at the development of some reflective thinking skills and academic achievement in students sophomore visually by relying on a strategy based on, search tools and skills The necessary development of reflective thinking visually impaired students in the second year of secondary school and the teacher guide for cognitive operations unit of psychology and social processes models unit of sociology to sophomore visually using a strategy based on, The study sample was selected and divided into two groups, experimental and an officer of light schools for the blind . The results show the effectiveness of the strategy based on the development of reflective thinking skills.

METHOD AND PROCEDURE:

Study: researchers use descriptive method which is best suited for this kind of studies.

Study samples: the study consist of (120) students distributed among two classes as the followings: visually impaired students class, sex (male, female) and severity of disability (Visual disability, partial visual impairment). it should be noted that students have been excluded from non-visually impaired, medical examiners ' Official and approved by the study personnel. Have been using simple random selection method study.

Table 1 show the distribution of visually impaired students study members by sex and severity of disability.

Table 1: distribution of respondents by variables: gender, severity of disability

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Variables	Sex				Severity of disability				Grand total
Visual disability	Males		Females		Faculty		A partial		
	Faculty	A partial	Faculty	A partial	Males	Females	Males	Females	
	30	30	30	30	30	30	30	30	
Total	60		60		60		60		120

Study tool:

Measurement of reflective thinking:

The researchers developed a scale of reflective thinking prepared after refer to the theoretical literature and previous studies such as (AL-Jawaldeh, 2012, Harithi, 2011, Abu Bashir, 2012 and Almawi, 2009 studies)

Accuracy of the scale: the check of inferences sincerity meter in two ways:

I: Have confidence in the contents:

Validated content security measure endorsed psychological implications by

II: sincerity construction

To extract the semantics of sincerity construction of scale, scale passages link transactions were extracted with a total degree is an exploratory sample from out-

side the study sample, and a sample of (20) visual impaired, calculating highlight all paragraphs, so that the coefficient of Clarification represent the honesty for each paragraph in image coefficient A link between each part and associated with the dimension and parameter values ranged between (0.209-0.557). And it should be noted that all correlation coefficients were statistically acceptable grades and functional, and therefore did not delete any of these paragraphs.

Scale Consistency:

To ensure steady scale researchers conducted using test method-test (test-retest) by applying the scale on an exploratory sample of (20) visual impaired, were chosen from the same community and outside of a sample application, in a two-week interval between the first and second applications, with Pearson correlation coefficient between the two applications (0.709). The second way was by calculating Cronbach coefficient alpha, to ensure the internal consistency of the scale, and the reliability coefficient (0.878).

Correct measurement of reflective thinking:

The reflective thinking consists in its final form (25) paragraph. To judge the subject's estimates are using gradient Quintet (always, often, sometimes, rarely, never). The meter was corrected by giving former staging numbers (5, 4, 3, 2, 1)

in case of positive paragraphs, and reverse in case of the negative weighted paragraphs, so the highest mark obtained is (75) and the lowest mark is (25). To judge the level of reflective thinking

The following criteria were used:

- (1.0 to 2.33), low level.
- (2.34 less than 3.67), medium level.
- (3.67 to 5.0) a high level.

Study variables:

Reflective thinking
Social thinking
Degree of disability

Results on the first question. "What level of reflective thinking of visual disabilities?"

To answer this question was extracted arithmetic and the standard deviation for the level of reflective thinking for visual disabilities,

Table 2: arithmetic averages and standard deviations for the level of reflective thinking of visual disabilities in descending order according to the arithmetic

Rank.	REF.	Paras	The arithmetic	Standard deviation	Level
1.	8.	Give reasoning to support the position.	3.4	1.03938	Medium
2.	12.	Use the evidence which supports the validity of a conclusion based on hope.	3.4	1.19202	Medium
3.	1.	Judgement based on the actions of others.	3.4	1.02699	Medium
4.	11.	He produced the largest number of new ideas and solutions.	3.4	1.07530	Medium
5.	9.	Determine the consequences of decisions and actions of others.	3.4	1.14655	Medium
6.	16.	Give a brief vision of the events of the story.	3.3	1.06033	Medium
7.	18.	Enjoy the work which requires reference using the library as a research.	3.3	1.10559	Medium
8.	14.	Identify similarities and differences between positions.	3.3	94833.	Medium
9.	4.	Link between the causes and consequences of events and attitudes.	3.3	1.10262	Medium
10.	6.	Give the correct alternative to take into account the needs and motivations.	3.3	1.14647	Medium
11.	2.	Employ former experiences to reach conclusion explains the situation.	3.3	1.09491	Medium
12.	25	Prefers the discussions of political and social with friends.	3.3	1.11548	Medium
13.	10.	Rely on evidence to accept or reject the idea.	3.3	1.22624	Medium
14.	15.	Give an accurate description of an event or a certain position in the story.	3.3	1.06676	Medium
15.	24	Convey new ideas. analysis and discussion to know if it's acceptable and appropriate.	3.3	1.02880	Medium
16.	20.	Make sure the given enough time to be alone and think by myself	3.2	1.06682	Medium
17.	17.	The like poetry and literature.	3.2	1.23008	Medium
18.	21	I have a desire to read the philosophical topics.	3.2	1.09720	Medium
19.	5.	I predict results and events based on specific data.	3.2	1.09605	Medium
20.	7.	Determine the most appropriate methods and strategies to cope with situations.	3.2	1.07270	Medium
21.	3.	The prevailing emotion was devised in stories.	3.2	1.10916	Medium
22.	22	I prefer the work that needs to think.	3.2	1.03617	Medium
23.	23	I like to explore what is in outer space.	3.1	1.11158	Medium
24.	13.	Distinguish between opinion and fact in the story.	3.1	1.12707	Medium
25.	19	My deep thoughts takes me away from any distraction.	3.1	1.07727	Medium
		College class For reflective thinking	3.3	.77821	Average

* Arithmetic in terms of paragraph.

Table (2) computational averages ranged between (3.16 to 3.4746), where paragraph (8) which states "give reasoning to support position." in first place with an average total account (3.64), and standard deviation (1.08862), and estimate the average level, while paragraph (19) My deep thoughts takes me away from any distraction in last and average total account (3.16), standard deviation (1.07727), and estimate the average level. The arithmetic average of reflective thinking as a whole (3.3453), standard deviation (0.77821), and the level is "the average estimate".

Results on the second question: Is there a statistically significant differences at the level of ($\alpha = 0.05$) at the level of the meditative thinking I have visually impaired due to variable gender (male, female) and the degree of Visual impairment?

To answer this question was extracted arithmetic means and standard deviations, and analysis of variance was performed binary analysis which reveals in tables (3-4).

Table 3: mathematical averages and standard deviations for the level of reflective thinking of the visually impaired as variable gender (male, female) and the degree of Visual impairment

Severity of disability	Number	Males		Number	Females	
		The arithmetic	Standard deviation		The arithmetic	Standard deviation
Blind	60	83.17	13.38	60	85.51	11.44
Visual impairment	60	90.88	11.17	60	92.39	11.82
Total	120	87.02	13.19	120	88.95	12.16

The results shown in table (3) there is a virtual difference in average grades of reflective thinking depending on the severity of disability and sex variables and verification of differences according to sex and severity of disability are real differences, not by chance, a variance analysis due to differences shown in the table (4).

Table 4: analysis of variance of level of reflective thinking of visually impaired depending on the severity of disability and sex variables

Source of variation	Sum of squares	Degrees of freedom	Average boxes	Value "f"	Level indication
Social Kind	955.48	1.	955.48	6.21	0.01
Sex	3875.80	2.	1937.90	12.59	0.00
Sex Social Kind	307.99	2.	154.00	1.00	0.37
Errors	60631.38	114	153.89		
Total	65770.66	119			

Shown in the table (4) statistically significant differences between gender in reflective thinking, the calculated value (f) (6.21) and statistical significance at (0.05), and the degree of freedom (1) and for females, the average reflective thinking they (88.95) and standard deviation (12.16) while the average male (87.02) and standard deviation (13.19).

And proven statistically significant differences in reflective thinking by severity of disability, the calculated value (f) (12.59) is greater than the value (f) at the table (0.05) and the degree of freedom (2) and for the visually impaired, average students in reflective thinking (90.88) and standard deviation (11.17) is higher than the average score for the total cessation of (83.17) and standard deviation (13.38), showed Results the lack of interaction between the degree of disability and gender, the calculated value (f) (1.00) is less than the value (f) at the table indication (0.05) and the degree of freedom (2).

RESULTS DISCUSSION:

The first question results showed that the level of reflective thinking moderately came around (3.3).

This will confirm and lead to conclusion that blind students still need to develop their reflective thinking through skills and training.

The partially/total visual impaired students contribute significantly to the inability of the blind to use these skills on their own without being trained on this result agreed with study "Wazeer, 2016; Joke H. Van Velzen, 2004; LeAnne Robinson, and Bridget Kelley, 2007" so that continuous training helps develop some skills of reflective thinking and academic achievement.

The results of the second question statistically significant differences between social reflective thinking, and in favor of the females.

This result can be explained in terms of the reflective thinking skills and needed specific personal style capable of reflection and feeling sympathy.

This thinking is considered one of the defining characteristics of females being spend longer time at home; differ than the who spend most of their time outside. Also the results showed statistically significant differences in reflective thinking by severity of disability, and can be explained by the fact that the visually impaired may have visual residue enables them to draw a picture frame for photos and events which helps them reflective thinking and did not agree with the result of "Hatimeh 2016, Huy Phan Phuong 2009 "in terms of differences between males and females.

The results showed the lack of interaction between the degree of disability and the social gender.

RECOMMENDATIONS:

1. Incorporate reflective thinking skills in the curriculum for blind and visually impaired
2. Subjection of the blind and visually impaired to training courses to develop the skills of reflective thinking they have
3. Working on further research on the skills of reflective thinking of other samples from people with disabilities

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